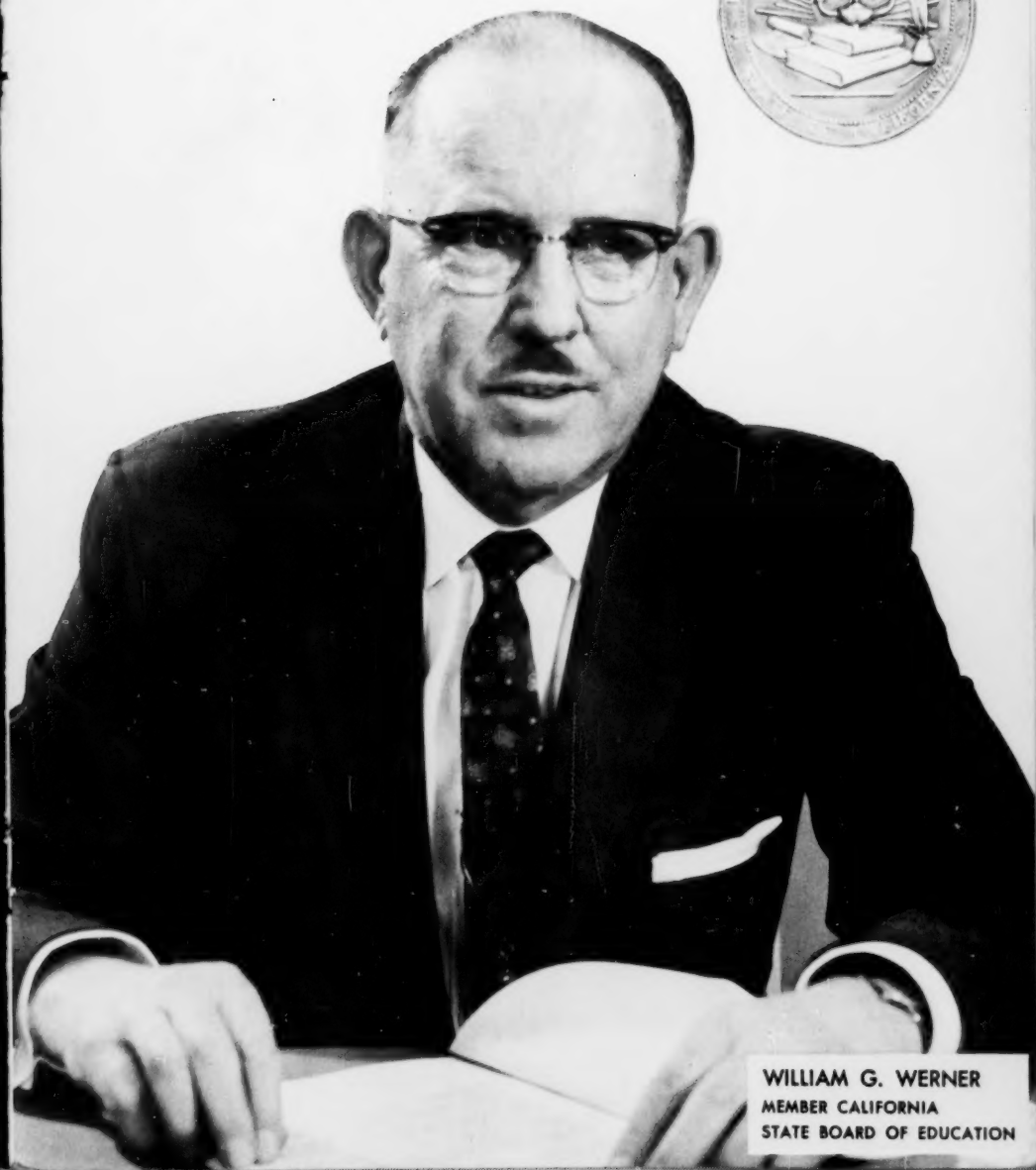




CALIFORNIA SCHOOLS

JANUARY 1958



WILLIAM G. WERNER
MEMBER CALIFORNIA
STATE BOARD OF EDUCATION

CALIFORNIA SCHOOLS

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Superintendent of Public Instruction

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THE COVER ILLUSTRATION is the seventh in a series presenting members of the California State Board of Education and its Secretary and Executive Officer, the Superintendent of Public Instruction.

WILLIAM G. WERNER, MEMBER CALIFORNIA STATE BOARD OF EDUCATION

William G. Werner, a native Californian, has been a member of the California State Board of Education since January, 1955. His membership makes available to the Board the services of a man who has a rich background of experience as a skilled laborer, manager of business, and worker for community betterment.

Mr. Werner was born in Hollister, attended schools in Richmond, and began his newspaper career as a newsboy for the *San Francisco Call* and the *San Francisco Bulletin*. Then in 1919 he accepted employment with the *Richmond Independent*, his position being that of printer's devil. During the 22 years that followed, Mr. Werner became skilled in the printing trade and an important employee of the Richmond paper. In 1941 he became owner and publisher of the *Gilroy Dispatch*. He sold this paper in 1949 and became president of the Alameda Times-Star Publishing Company and publisher of the *Alameda Times-Star*. As a result of his success in assuming these responsibilities and his outstanding leadership in movements for community betterment, Mr. Werner received the Alameda Eagles' "Man of the Year Award" in 1955.

In addition to his business operations and community work, Mr. Werner serves on the executive board of the California Publishers Association. And he is active in the Shrine, Elks, Rotary International, and Commonwealth Club. Mr. and Mrs. Werner have their home in Alameda. They are members of the Castlewood Country Club.

CALIFORNIA SCHOOLS LOOK AT THE PROBLEM OF LEISURE¹

ROY E. SIMPSON, *Superintendent of Public Instruction*

During this meeting you are observing the tenth anniversary of the California Recreation Commission.² You have overcome tremendous obstacles in achieving the status you now enjoy. It is gratifying to reflect on the fine spirit of co-operation and mutual respect between the Department of Education and your Commission. The Department has appreciated the assistance it has received. You have continuously invited our participation and made us welcome at your meetings. We have jointly completed many projects and surveys. The services resulting from our joint efforts make apparent to local communities the importance of working co-operatively to meet the increasing need for leisure-time activities. We have established a good pattern for co-operative enterprises between the schools and other jurisdictions in the field of recreation.

We are now on the threshold of an era in which we will be faced with new challenges and will have to be even more productive than in the past. Continued co-operation and teamwork of the Department and your Commission will assume increasing greatness of value. The immensity and complexity of the problems which we will face during the next 10-year period will command our full attention and require all our know-how and energy.

SOME REFLECTIONS ON PAST ACHIEVEMENTS

Our State Legislature has demonstrated its awareness of California's recreational needs by the legislation it has enacted. A prominent phase of this legislation is the provision now appearing in the Education Code Section 6357.2, passed in 1951, which enables school districts to levy an additional tax for recreation and community services over and above that required to meet the basic demands of traditional educational patterns. Other very important legislation includes the Civic Center Act, 1919, the Community Recreation Enabling Law, 1939, and the "joint exercise of powers" enactment which authorizes school districts to co-operate with other jurisdictions in capital outlay projects and in the administration of recreation services. California school districts are now spending in excess of 15 million dollars each

¹ An address delivered October 28, 1957, in Sacramento, California, to the California Recreation Commission.

² Members of the California Recreation Commission are: Sterling S. Winans, *Director of Recreation*; Mrs. Rollin Brown, *Chairman*; Leo D. Hermle, *Vice Chairman*; A. B. Davidson, Mrs. Bartlett B. Heard, Gareth W. Houk, and Albert A. Marty.

year on recreation and community services, and are making available for public use facilities worth millions of dollars.

We are now in a period demanding leadership of the highest order from school and recreation administrators—leadership that will provide close co-operation of the various political subdivisions in making available on an economical basis, effective recreational services, to all children, youth, and adults.

SOME BASIC PRINCIPLES

The direction taken by a program reflects the principles upon which the program is based. The following principles relating to recreation programs are supported by the State Department of Education.

1. *The School is a Community Leadership Agency*

Leadership of the school should be in evidence at the community level in all activities that have educational significance. A basic responsibility is helping the community to develop understanding and awareness of the needs of its children, youth, and adults. The school is a central agency for the organization and development of all community resources that can be used to meet these needs. This concept of the role and responsibility of the school must be developed during the pre-service training of our school personnel.

2. *The School is a Community Service Agency*

If the school accepts as one of its objectives the strengthening and improving of community life, it can then become the natural center of the community's civic, cultural, and recreational activities. The school is one of our basic social institutions and should serve as a focal point for the organization and operation of many community activities. School leaders should encourage the use of school facilities for such activities and provide the leadership required to make certain that the activities are of such nature that there are opportunities for all to meet their needs and desires. Only by working co-operatively toward common goals can people become integrated parts of the blood stream of the community.

3. *The Community Should be Education-centered*

The concept of the education-centered community is that every resource within a community is used to meet the educational needs of all people in the community. By bringing everyone together inside the school plant, and by full utilization of the resources outside the school walls, we thus encourage and induce individuals to give of themselves in the development of their community. Good communities don't just happen, nor do they grow like Topsy. They are made! A community is only as good as the collection of individuals within it.

In our complex society it is no longer possible for each citizen to take care of his own leisure. This means that the public schools can be in business 365 days of each year, 12 to 15 hours per day. We have reached a point where we need to prepare people to participate in perception type of recreation—rather than mere consumption. With the acceptance of this concept of total community education and co-operation, imagined differences which some feel exist between education and recreation would disappear.

4. Public Agencies Should Supply Basic Facilities for Recreation

The floor of facilities to meet the needs of leisure should be supplied by public agencies. School buildings should be fully utilized for recreational purposes. The floor of facilities, the community staff, the community curriculum staff, and community dollars must be mobilized co-operatively for effective services in the leisure life of our people. All agencies must realize that the community dollar is the central resource back of all agencies, both public and private.

5. Recreation is Important in Our Culture

It is doubtful whether any of the elements of the regular curriculum are more truly educative than are the activities associated with recreation. Respect for false and harmful standards has, in the past, kept the recreative arts in the place of the poor relation. Reading, for example, is one of the basic recreative arts. It is time for full recognition of the values of many learnings closely related to man's leisure—and for according them a position of honor at the educational table.

6. The School is Responsible for Education for Leisure

Education for use of leisure time should not be completely neglected, left to chance, nor left to friends and neighbors. Our schools have responsibility for equipping pupils for the fruitful use of their leisure time, as well as for useful and productive work. We hear more and more about the 30-hour or 4-day work week. Some smile and say that it will never come. At one time the 40-hour work week was thought of in much the same way, but it is now a reality. At one time we laughed at many of the ideas presented in the Buck Rogers comic strip, even ridiculed them, but at this very moment there is a man-made satellite circling the earth at 18,000 miles per hour. A 30-hour work week would leave about 138 hours each week for eating, sleeping, and doing other things.

Education should both transmit and improve the culture. The educational experiences which we provide through the schools and other agencies should therefore be concerned with children, youth, and adults. Adult education programs in California schools continue to gain in stature and public acceptance. The offerings for adults in fine

and creative arts, music, dramatics, and in cultural, leisure-time activities made available by high schools, junior colleges, state colleges, and public and private universities, are indicative of the expanded efforts that are being made to meet youth and adult needs.

7. Maximum Utilization of Public Facilities is Essential

The schools in every community have numerous facilities that are strategically located in each neighborhood and which are appropriate for recreation purposes. These facilities represent large expenditures by the people, and full use should be made of them so that the people will get the return their investments permit. It is imperative, therefore, that school facilities become the backbone of community resources. This does not imply that the master keys to our schools should be turned over to other agencies for exclusive use when classes are not in session. However, decisions regarding how the facilities will be used for recreational purposes must be shared by the schools and other jurisdictions. All jurisdictions must be full-fledged partners in the development of education-recreation programs requiring maximum utilization of available facilities.

8. The Team Approach is the Productive Approach

Just as the school rejects exclusive control of everything that is educational in a community, the schools also oppose the monopoly of any single agency over recreation in a community. All resources must be harnessed to produce an education-centered community and all must be used wisely to provide, economically, effective programs that meet the recreational needs of the people. In some communities the schools can best provide the total recreation programs. In others, certain factors preclude this solution, and point toward a team approach—a cooperative partnership of the school district with other jurisdictions.

A LOOK AHEAD

California schools have demonstrated their awareness of the leisure needs of the children, youth, and adults of our state. They will continue to work side by side with other community agencies during the years to come. California colleges and universities must engage in many research activities designed to provide guidelines for intelligent planning and action. The elementary and secondary schools must constantly evaluate their instructional programs and use the results as a basis for planning the help our young people need to acquire the knowledge, skills, and attitudes which our society deems desirable. This preparation will help them to make constructive and healthful use of their leisure.

The public schools must provide adequate opportunity for *all* students to participate in the various games and sports which are included

in the school recreation program. Our schools must also continue to emphasize the creative arts and provide increased opportunity for students to use their knowledge of these arts to advantage in leisure-time activities.

The public schools must put forth full effort to recruit and prepare young people for leadership roles in recreation. California junior colleges will be asked to assume an increasingly active role in meeting needs in the field of recreation. The programs required for these purposes must be developed through the joint efforts of recreation practitioners and school administrators. The State Department of Education, through its Bureau of Health Education, Physical Education, and Recreation will continue to work with all agencies concerned with the development of leadership programs.

Education for the wise use of leisure will not take place by chance. Programs must be carefully planned on the basis of objective data collected through research. The implementation of the programs will take us to the outdoors—to the mountains, to the sea, to the desert, to our great inland water areas. The number of people which we must serve in California makes it imperative that we utilize for recreational purposes every phase of the environment that can be used to advantage.

Cities, counties, and special districts must acquire and develop more extensive recreation areas and facilities than those now existing under the jurisdiction of the public schools. The school facilities are basic, but certainly in themselves cannot be considered as adequate to meet all the recreational needs that exist. We have great need for more golf courses, waterfront facilities, regional parks, and mountain recreation facilities.

It is gratifying to see the developments that have taken place as a result of other jurisdictions co-operatively developing complementary and supplementary neighborhood facilities adjacent to either existing or proposed school playgrounds.

The schools of California stand ready to assume their responsibilities for recreation. They will make their physical resources available and provide leadership. Obviously, all agencies must also be prepared to move forward, taking full responsibility as required, or sharing it under other circumstances.

We have a responsibility to the citizens of this state and to our future citizens for developing recreational programs and facilities which will serve our growing society. The problems we must solve during the next 10 years for the most part will be big. We won't have much time for the little problems. Solving problems seems to be something we thrive on. We have made great progress in the past 10 years and we are looking forward to a second 10-year period filled with even greater accomplishment. The future is filled with opportunity in all fields, especially so in the field of recreation. This special opportunity

in the field of recreation, as in all other fields, is one in which intelligent leadership can produce outstanding results. We must take advantage of this opportunity as a group.

Whatever progress we make must be the result of teamwork.

THE ATTITUDES OF HIGH SCHOOL STUDENTS TOWARD THE TEACHING PROFESSION

CARL A. LARSON, *Specialist in Teacher Education*

An effective long-range teacher recruitment program for California must give attention, primarily, to the recruitment of high school students. A summary of studies concerning the level or age at which persons make decisions to become teachers indicates that over 60 per cent of the decisions are made in high school or junior college.¹

Since there was little information available about the attitudes of California high school students toward teaching, Robert R. Ford decided to make a study designed to collect such information.² He was encouraged and assisted in this endeavor by the Division of State Colleges and Teacher Education, State Department of Education. Since the findings of his study should be of value to high school administrators and teachers in the development of effective teacher recruitment programs they are summarized in the materials that follow.

PROCEDURE FOR THE STUDY

The study was designed to determine: (1) the concepts students have of teaching; (2) attitudes of students toward teaching and teachers; (3) the number and type of students who elect the teaching profession prior to graduation from high school; (4) the sources from which students obtained information about teaching; (5) the influence of teacher characteristics on the decisions of students to elect or not to elect teaching as a career; and (6) the grade level at which students decided for or against a teaching career. A questionnaire, developed with the advice of educators and research specialists at the University of Southern California and the California State Department of Education, was used to collect the data needed.

This questionnaire was administered to 1,800 students, sophomores and seniors, enrolled in nine high schools in Los Angeles County. The high schools were selected on the basis of median family income and assessed valuation per average daily attendance, to include three schools each, from upper, middle, and lower socioeconomic strata.

Findings

1. Those students who definitely intended to teach comprised 3.4 per cent of the total of 1,800 students; those who probably would teach

¹A bibliography of these studies is available from the Co-ordinator of Teacher Recruitment, State Department of Education.

²Robert R. Ford, "An Analysis of Pupil Attitudes Toward the Teaching Profession," abstract of a doctoral dissertation presented to the faculty of the School of Education of the University of Southern California.

comprised 8.4 per cent. Thus a total of 11.8 per cent of the total of 1,800 students were inclined toward teaching and 88.2 per cent were disinclined. The per cent of sophomores inclined toward teaching amounted to 9.9 per cent of the total number of sophomores; for seniors, the figure was 13.8 per cent.

2. Three-fourths of the sophomores who were inclined toward teaching and one-fifth of the seniors who were so inclined had made the decision to teach while in the junior high school grades.

3. The per cent of sophomores naming teachers as their chief source of help was three times as great as the per cent designating counselors. The per cent of seniors naming teachers as their main source of help was ten times greater than the per cent naming counselors.

4. The five reasons most offered for wanting to enter teaching are shown in the following rank order:

<i>Reason</i>	<i>Sophomores</i>	<i>Seniors</i>
Pleasure from working with children.....	1	3
Pleasure from helping others.....	2	2
A desire to pass on knowledge.....	3	1
Good job opportunity.....	4	4
Interesting work.....	5	5

5. The greatest number of students, both sophomores and seniors, decided against teaching during the ninth grade.

6. Over 10 per cent more students who had studied about public schools than those who had not were inclined toward teaching.

7. A significant relationship also existed between the per cent of students who were inclined toward teaching and the amount of vocational guidance received.

8. Four out of five students who had definitely decided to teach had been contacted by a teacher about preparation for teaching, but only one out of every two students who probably would prepare for teaching had been contacted.

9. Nearly 50 per cent of the sophomores and more than 40 per cent of the seniors thought that the minimum annual salary was at least \$400 lower than the legal minimum of \$3,400.³

10. Nearly 40 per cent of the sophomores and more than 45 per cent of the seniors thought that the average teacher's salary was \$1,000 lower than the actual average salary of \$5,000.

11. Of those who were inclined toward teaching, 79 per cent of the sophomores and 66 per cent of the seniors had considered teaching as a career because of the characteristics of their best teachers.

12. Approximately 29 per cent of the disinclined sophomores and 28 per cent of the disinclined seniors had in part decided against teaching as a career as a result of the characteristics of their worst teachers.

³ The legal minimum is now \$4,200.

Conclusions

1. Students who had studied about the operation of the public schools were more inclined to prepare for teaching than those who had not.

2. Personal contact was an important factor in the recruitment of students to the profession. Students who had been given personal guidance were more likely to select teaching as a career than those who had not received such guidance.

3. Similarly, a relationship existed between the amount of personal vocational guidance given by teachers and the intention of students to enter the teaching profession.

4. The characteristics of their best teachers had created an important effect upon students who were inclined toward teaching or were still in the undecided category. A large majority of these students reported that they had been influenced in considering teaching careers because of the characteristics of their best teachers.

5. The characteristics of their worst teachers had influenced students in the undecided and disinclined categories against teaching as a career.

Recommendations

1. Parents were by far the most influential source of getting their children to enter vocations other than teaching.

The recommendation is therefore made that favorable information regarding the teaching profession, developed specifically for parental consumption, be made available to parents of students eligible for teacher preparation.

2. Three out of four sophomores, and one out of five seniors had decided upon teaching as a career, during the junior high school years. The greatest per cent of both sophomores and seniors decided against teaching as a career, during the ninth grade.

It is recommended that an increased regard be given the junior high school years as a period during which it is important to build attitudes favorable to the preparation for teaching.

3. Teachers were designated as the source of greatest help to students making the decision to prepare for teaching. Nevertheless, one-fourth of the sophomores and one-fifth of the seniors who were inclined toward teaching said that they had received no help in reaching the decisions to become teachers.

It is recommended that teachers be constantly reminded, through such media as faculty meetings and professional literature, that by word and deed they can use their front line position advantageously, for selective recruitment.

4. The per cent of seniors designating teachers as a source of help was ten times greater than the per cent designating counselors as a source of help.

It is recommended that counselors increase the amount of time given to counseling students who are eligible for teacher preparation, and maintain contact with those students who have previously indicated an interest in the teaching profession.

5. Low salary was an important reason given for not entering the teaching profession but many students were unable to state the correct minimum salary or the average salary in California. A significant relationship existed between the per cent of students inclined toward teaching and the amount of vocational help given.

It is recommended that all public schools include a curriculum unit dealing with the topic of vocations, as a means of enabling students to make comparisons between teaching and other occupations.

6. A larger per cent of those students who had studied about the operation of the public schools than of those who had not, was inclined toward teaching.

A unit of study about the operation of the schools is recommended for all students, one of the most important objectives of the unit being the offering of information about the teaching profession.

7. "Salaries are too low" was rated by all groups involved in the study as the greatest disadvantage in a teaching career.

It is recommended that the profession, while striving to improve salaries, also take steps to inform prospective teachers of the gains which have been made in raising teacher salaries.

8. Large per cents of the students who were inclined toward teaching, and also those who were still undecided about the profession, had experienced an impetus of some degree toward a career of teaching because of the characteristics of their best teachers.

It is recommended that teachers be reminded that in displaying desirable personalities they will be taking action to safeguard the future of their chosen profession.

TEACHER RECRUITMENT PROGRAM ENDORSED BY THE STATE BOARD OF EDUCATION

BLAIR E. HURD, *Co-ordinator of Teacher Recruitment*

A 12-point program of teacher recruitment was approved by the State Board of Education during the summer of 1956. A year of experience with this program made apparent the need for certain changes in and additions to it. A revised program designed to meet these needs was presented by the Superintendent of Public Instruction to the State Board of Education at its September, 1957 meeting.

This new teacher recruitment program, and the plans for its promotion as adopted by the State Board of Education, follow. Where progress was made in an area during 1956-57, that progress is reported.

1. *Stimulate the establishment of an education club in each junior and senior high school, junior college, and teacher-education institution in the state.*

Progress: The number of education clubs has been increasing steadily. The emphasis placed on organization at the junior college level has resulted in 11 new clubs, some receiving charters, others about to be chartered.

Plans: The State Department of Education will continue to work with other organizations toward the establishment of an education club in every secondary school and teacher-education institution in the state.

2. *Encourage local action planning, especially long-range teacher recruitment planning.*

Progress: A total of 20 counties, 11 more than last year, are now served by regional co-ordinating committees. Four county councils on teacher recruitment are operating with various degrees of success. County superintendents of 51 counties have designated one or more professional staff members as recruitment leaders. Each of the 17 regional recruitment conferences recommended the formation of local, county, or multi-county teacher recruitment committees.

Plans: Four additional, regional co-ordinating committees are planned to serve the remaining 38 counties. The State Department of Education will continue to promote long-range planning and the formation of appropriate local action groups for teacher recruitment.

3. *Encourage the provision of more scholarships and better use of existing scholarships for students planning teaching careers.*

Progress: A scholarship guide was prepared and distributed to each high school, junior college, teacher education institution, and county

superintendent of schools. This guide listed scholarships which could be used by students preparing to teach. Those to whom the guide was distributed were asked to evaluate the publication. Many suggested that a scholarship list be included in future publications. All users urged that the publication be continued.

Plans: A committee representing the Glenn, San Mateo, and Santa Clara county superintendents of schools has developed an excellent catalogue of scholarships. The State Department of Education has offered to help the committee make available a revision of this catalogue to all high schools.

4. *Utilize the pool of qualified teachers not now teaching.*

Progress: Several communities have conducted surveys to identify qualified teachers who are not employed as teachers. A study of the Credentials Office files indicated it is not feasible to use the files as a source to identify certificated persons who are not teaching. A major hindrance to the greater utilization of these people has been the age limits for employment set by certain school districts.

Plans: Guides and procedures have been prepared to help communities tap this supply of teachers. Such procedures include the provision of information through the press and public speakers, and securing the required information from community groups working co-operatively in making surveys. School administrators and school boards will be encouraged to identify and utilize when possible those certificated teachers in their communities who are not employed as teachers.

5. *Utilize the pool of competent persons who have the necessary background for teaching but were not prepared as teachers.*

Progress: A number of persons possessing degrees but lacking work in professional education are available to enter the teaching profession each year. Their entrance is accomplished through one of the 10 special teacher-education programs, or by employment on the basis of provisional credentials. School districts have been urged to seek out and to employ these persons, rather than those without degrees, whenever it becomes necessary for provisionally credentialed persons to be employed.

Plans: The State Department of Education will continue to encourage the extension and expansion of special teacher-education programs. Districts employing persons with provisional credentials will be encouraged to provide ways for these teachers to obtain work leading to regular certification. Emphasis will be given to providing new, provisionally certificated teachers with in-service education designed to help them to be more effective early in their teaching careers.

The teacher shortage will be publicized to help attract the necessary supply of persons to meet the demand.

6. *Encourage schools to consider including more about public education in the curriculum, and to provide work-experience education for future teachers.*

Progress: Several school districts, including those in Los Angeles, have initiated semester courses on public education. Other districts have included units on public education in the existing social studies curriculum. Materials and help have been made available to districts which desired to begin such programs.

Plans: Schools will be encouraged to teach more about public education, its value and function in relation to society. Help in planning and in finding materials will be made available. Schools maintaining such programs will be encouraged to evaluate the results and values and this information will be made available to the public. The California State Central Committee on Social Studies has been and will be urged to consider public education as content in the social studies curriculum.

Encouragement, information, and help will be given to districts interested in including teaching in work-experience education programs.

7. *Utilize available data on the reasons why teachers leave the profession, to develop a program designed to retain competent teachers.*

Plans: The annual studies of teacher supply and demand have revealed that almost two-thirds of the demand for new teachers each year results from the need to replace teachers who leave the profession. Data obtained from various sources make clear the reasons why teachers leave the profession.

The State Department of Education will formulate and implement a program designed to help school districts and colleges retain their competent teachers. Emphasis will be given to the improvement of human relations, the factor mentioned most often by teachers who leave the profession.

8. *Give increased attention to the development of recruitment activities at the college and university level.*

Progress: In the past year, primary emphasis has been given to the development of California Student Teachers Association chapters and their programs. Significant progress has been made in developing a closer liaison between CSTA chapters and the high school and junior college organizations which "feed" students to them. Some progress has been made in identifying potential teachers among lower division students, thus decreasing the possibility of these students being recruited to other professions during the first two years of college.

Plans: Work with the CSTA, associate chapters of CSTA, and other related activities will be continued. Emphasis will be given to the formation and operation of active recruitment programs in teacher-education institutions, especially the state colleges. Particular attention

will be given to identifying qualified students enrolled in other schools, departments, or divisions and urging them to consider teaching as a career. Names of potential teachers among June, 1957, graduates have been obtained from high school principals. Teacher-education institutions will be informed of names of potential teachers expected to enroll in 1957-58.

9. *Encourage high schools and junior colleges to provide exploratory activities and experiences for students interested in teaching careers.*

Progress: Schools which now provide exploratory programs have been identified. Approximately 80 schools provided such programs in 1956-57, about 20 of which began in that year.

Plans: High schools and junior colleges which have not developed exploratory programs will be encouraged to do so. A study of the different methods used in providing exploratory activities will be made available. An evaluation of these programs is planned.

10. *Encourage lay and professional organizations to provide for public recognition of teachers.*

Progress: Methods of providing teacher recognition were studied during the past year.

Plans: School districts and lay and professional groups will be encouraged to plan teacher-recognition programs during American Education Week and Public Schools Week.

11. *Co-ordinate and guide the planning of all groups involved in recruitment activities.*

Plans: During the last year, basic information was obtained from high schools regarding recruitment policies and practices. This information will be made available for the improvement of programs now in operation and for planning new programs.

Co-ordination of the activities of various groups will continue and will be expanded in scope as new programs emerge. Meetings of county recruitment leaders and college and university recruitment committees will be held to secure greater co-ordination of effort.

12. *Increase efforts to attract out-of-state teachers in California.*

Progress: Thus far, out-of-state recruitment has primarily consisted in answering inquiries and general correspondence. A pattern for answering inquiries has been developed, based on inquiries received.

Plans: Approximately one-half of the teachers credentialed each year have received their education in out-of-state institutions. The many inquiries regarding California credentials carry a variety of questions which the writers from other states want answered. Materials will be developed to provide information for elementary, secondary, and col-

lege teachers, to facilitate out-of-state recruitment. This material will be distributed to colleges, universities, and placement bureaus in other states and to other state employment departments.

School districts which sponsor recruitment trips will be asked to evaluate this source of supply.

13. *Improve the teacher placement function.*

The problem: The State Department of Education is unable to provide information about specific openings for teachers. The current practice is to send applicants a list of city and county superintendents of schools and to make reference to the California Teachers Association Placement Bureau. The latter requires a personal interview before notifying an applicant of an opening.

Plans: A procedure for obtaining information about specific openings will be developed. This information will be made available to teachers who contact the State Department of Education, and will be sent to out-of-state teacher-placement agencies.

14. *Explore the possibilities of certification reciprocity, emphasizing its effect on recruitment, and on the quality of personnel, and noting the states with which reciprocity might be possible.*

During the year 1956-57 the Michigan State Board of Education began a program of certification reciprocity with adjacent states and with other states having credential requirements similar to those of Michigan. The number of initial credentials issued by Michigan to out-of-state candidates and in-state candidates increased considerably over 1955-56, as indicated by the following excerpt from a report of the Michigan Department of Public Instruction:

Type of Certificate	Number of Credentials Required		Increase in Number	Per cent of Increase
	1955-56	1956-57		
Secondary Provisional:				
Initial to in-state candidates	1,804	3,060	1,256	69.62
Initial to out-of-state candidates ..	900	1,408	508	56.44
Elementary Provisional:				
Initial to in-state candidates	1,761	2,792	1,031	58.54
Initial to out-of-state candidates ..	540	983	443	82.03

These figures seem to indicate the value of credential reciprocity as a means of increasing the supply of teachers.

15. *Stimulate, report, and conduct research on various phases of teacher recruitment, selection, and retention.*

Progress: The State Department of Education encouraged a study of the teaching interests of high school sophomores and seniors with varying socioeconomic backgrounds.¹

¹ Robert R. Ford, "An Analysis of Pupil Attitudes Toward the Teaching Profession," abstract of a doctoral dissertation presented to the faculty of the School of Education of the University of Southern California.

A study of the procedures used by school superintendents to secure teachers is now being sponsored by the State Department of Education.

Research conducted by the State Department of Education has supplied much basic information about the status of teacher recruitment among California high school students.

Plans: The State Department of Education will continue to sponsor and encourage research into various areas of teacher recruitment. Emphasis will be given to the evaluation of the effectiveness of specific recruitment practices.

16. Give increasing attention to the recruitment of college teachers.

Plans: California education clubs and California student teacher association chapters will be encouraged to provide opportunities for their members to explore college teaching. Information about the shortage of college teachers will be made available for study.

REVISION OF THE SOCIAL STUDIES PROGRAM IN CALIFORNIA

The California State Central Committee on Social Studies, appointed by the State Superintendent of Public Instruction in the fall of 1954, has responsibility for conducting a thorough and comprehensive analysis of the social studies programs in California public schools and for formulating a framework that all the schools can use in developing up-to-date social studies programs. In carrying out this responsibility, the Committee has made regular reports of its progress, which have appeared in State Department of Education publications.¹

The membership of the California State Central Committee on Social Studies consists of people from different parts of the state who hold public school positions that bring them into intimate contact with the social studies program at the various grade and educational levels, elementary through junior college. Included in the membership are four superintendents of schools; three assistant superintendents and directors of instruction; four supervisors and co-ordinators of instruction; five principals representing the elementary schools, junior high schools, high schools, junior colleges, and adult evening schools; five classroom teachers representing each level of education, and six people from the State Department of Education who have regular responsibility for working in the social studies program.

A list of the members of the State Central Committee on Social Studies and their mailing addresses appears at the end of this article, pages 22-23, for those who wish to communicate directly with Central Committee members in their respective geographical regions, or with members who represent specific educational levels.

PROGRESS BY THE CENTRAL COMMITTEE

Recent and projected activities of the Central Committee on Social Studies are regularly reported in *California Schools*. Readers interested in the recent activities of the Central Committee will find a report of the May, 1957, meeting held in San Francisco in the August, 1957, issue of *California Schools*; a transcription of a panel presentation heard at

¹ Jay D. Conner, "The State Central Committee on the Social Studies," *California Schools* XXVI (February, 1955), 73-74; "Report of the California Central Committee on Social Studies," *California Schools* XXVII (December, 1956), 431-36; "Report on the January, 1957, Meeting of the California Central Committee on Social Studies," *California Schools* XXVIII (March, 1957), 125-28; "A New Program of Social Studies for California," *California Schools* XXVIII (April, 1957), 149-51; "Report of the May, 1957, Meeting of the California State Central Committee on Social Studies," *California Schools* XXVIII (August, 1957), 354-57; "Recent Activities and Future Plans of the California State Central Committee on Social Studies," *California Schools* XXVIII (October, 1957), 401-05; "Organizing a Program of Social Studies—A Panel Presentation," *California Schools* XXVIII (November, 1957), 418-40. *Building Curriculum in Social Studies for the Public Schools of California: A Progress Report of the California State Central Committee on Social Studies*. Bulletin of the California State Department of Education, Vol. XXVI, No. 4, May, 1957.

the May meeting held in San Francisco in the November issue; and an article that projects the work of the Central Committee through the current school year in the October issue. Activities of the Central Committee during its meeting held in Los Angeles during October, 1957, are reported in this article.

Readers who wish to become familiar with the Central Committee's activities prior to May of 1957 should read *Building Curriculum in Social Studies for the Public Schools of California*.² This bulletin contains a summary of progress in the state-wide social studies curriculum study to May of 1957. Members of local study groups including local school officials can secure this bulletin without charge by requesting it through the superintendent of schools of the district in which they reside.

OCTOBER, 1957, MEETING OF THE CENTRAL COMMITTEE

At the latest meeting of the Central Committee held during October, in Los Angeles, attention was given to the further synthesis of 17 reports received from workshops held during the summer of 1957; to planning for 12 regional conferences to be held during March, April, and May of 1958; to suggestions received from interested individuals and groups regarding the social studies program; to possible ways to develop sequence in the social studies program—kindergarten through the junior college; to the implications of this study for teacher education; and to the probable need for a meeting soon with publishers of social studies materials.

Synthesis of Summer (1957) Workshop Reports—During the past summer the Central Committee received assistance from the participants (685) in 17 workshop centers in California. The participants were invited to review the work of the Central Committee and to contribute to further developments in this study. The invitation resulted in many excellent suggestions contained within 17 workshop reports, which in turn needed to be synthesized for maximum use by the Central Committee. The process of synthesis, begun by a subcommittee in late August, was continued at the October meeting. Written materials were presented to acquaint the entire membership of the Central Committee with points of agreement and differences within the workshop reports. Each summary report was explained, with specific reference to the different workshop reports. An abundance of material is included in the workshop reports which will continue to help advance all phases of this study.

Of special interest to the Central Committee at the October meeting were suggestions for organizing the social studies program. After discussion of possible procedures applicable to this phase of the study, several approaches were applied experimentally at the different educa-

² *Building Curriculum in Social Studies for the Public Schools of California*. Bulletin of the California State Department of Education, Vol. XXVI, No. 4, May, 1957. Sacramento: California State Department of Education.

tion levels. From this experimentation the following plan was selected as being most appropriate. Two subcommittees involving the entire membership of the Central Committee will meet between the October and January meetings of the Central Committee to carry on the work of synthesizing the reports presented by the summer workshops and to further develop the subject matter sequence.

Only general recommendations regarding sequence are being developed for the different grade levels, kindergarten through grade fourteen. In the final report, certain of the recommendations will likely be accompanied by illustrative materials. This study is to result in a clearly outlined but sufficiently flexible social studies program for each school to use. The final report coming from this study will offer direction for the development of social studies programs, and for the preparation of the materials that will be needed in maintaining the programs. Since the recommendations included in the final report of this study will indicate the scope of a modern program of social studies and suggest a sequence, kindergarten through grade fourteen, it is important that all people who are interested in the social studies participate in the regional conference to be held in the spring of 1958.

Regional Conferences—A tentative sequence for the social studies program is to be presented to lay citizens and social studies teachers in 12 regional conferences to be held during March, April and May, 1958. These conferences will be held on the campuses and on the dates shown in the schedule that follows:

California State Polytechnic College	March 22
Chico State College	April 12
Claremont Graduate School	March 22
Fresno State College	March 8
Humboldt State College	March 22
Long Beach State College	March 8
Los Angeles State College	March 8
Sacramento State College	May 3
San Diego State College	March 22
San Francisco State College	March 22
San Jose State College	April 12
University of California, Santa Barbara College	March 22

Invitations to participate in the regional conferences are to be extended by the colleges and universities that are cosponsoring the conferences with the California State Central Committee on Social Studies. In each of the regional conferences, a tentative sequence is to be presented for the social studies program, kindergarten through grade fourteen, along with information on how the tentative sequence was developed; the problems encountered in its development; the compromises reached; the alternatives available; and reference to further study.

Interested lay citizens and educators are to be invited to study the tentative sequence immediately following the conferences and to communicate their ideas regarding the sequence to the Central Committee.

Individuals and groups who wish to know more about the evolving social studies program and who wish to contribute to its further development will find ample opportunity to do so during the summer of 1958, at many educational institutions, among which are the following colleges and universities:

California State Polytechnic College
Chico State College
Claremont Graduate School
College of the Pacific
Fresno State College (Fresno and Bakersfield)
Humboldt State College
Long Beach State College
Mount St. Mary's College
Occidental College
Sacramento State College
San Diego State College
San Francisco State College
San Jose State College
Stanford University
University of California, Berkeley
University of California, Los Angeles
University of California, Santa Barbara College
University of Redlands
University of Southern California
Whittier College

Summer Activities of 1958—The activities co-sponsored by the listed colleges and universities and the California State Central Committee will be of special interest to social studies teachers who wish to consider methods and materials applicable to a modern social studies program in relation to recommendations which are likely to be forthcoming from this study.

The Chairman of the Central Committee met recently with the membership of the California Council on Teacher Education to describe progress in this study and to reiterate that there is an evident need for reconsideration of the preservice education of social studies teachers. This action resulted in a recommendation that the California Council on Teacher Education appoint a committee to analyze this study for its implications in teacher education.

Interest by Lay and Professional Groups—Response to letters mailed last June to organizations of lay and professional people in California³

³ The organizations receiving this letter were listed in *California Schools*, October, 1957.

has brought many expressions of intent to organize study groups in local communities. Most study groups plan to use the bulletin, *Building Curriculum in Social Studies for the Public Schools of California*, as a basic reference for their study through the fall months, and will continue their study during the spring, immediately following the regional conferences, using the supplement to the bulletin⁴ which is to be distributed at the regional conferences.

In addition to this group activity, individuals frequently communicate ideas which they would like to have the Central Committee consider. Letters from individuals and groups have produced many ideas that the Central Committee has considered at its meetings.

As one final check on the scope and validity of the basic concepts derived from the social science disciplines, the following professional organizations of social scientists have been invited to examine the proposed lists once more; and outcomes from their re-examination of these basic concepts are to be given to the Central Committee by the summer of 1958.

Western Economics Association
Northern California Council in Economic Education
Southern California Council in Economic Education
Association of Pacific Coast Geographers
Pacific Coast Branch, American Historical Society
The American Political Science Association
Western Political Science Association
Northern California Branch, American Political Science Association
Pacific Sociological Society
American Psychological Association
Pacific Division, American Philosophical Association

Meeting with Publishers—A meeting is planned during the spring with representatives from publishing companies interested in acquainting themselves with the broad outlines of this study. This meeting will enable the publishing companies interested in preparing social studies materials to determine the areas that are of particular interest to them, to identify the specific resources needed, and to complete other arrangements in advance of receiving specific criteria.

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⁴To be prepared by the California State Central Committee and distributed at the 12 regional conferences (mimeographed).

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FRANK B. LINDSAY, Chief, Bureau of Secondary Education
WESLEY P. SMITH, State Director of Vocational Education

SCHOOL DISTRICT ORGANIZATION CHANGES IN CALIFORNIA, 1956-57

DRAYTON B. NUTTALL, *Chief, Bureau of School District Organization*

There are two developments in school district organization in California which appear to be pointing the direction as far as changes in public school administration structure are concerned. The first of these is a continuing decrease in the total number of school districts; the second, more interest in the establishment of junior college districts.

The decrease in the number of school districts has resulted largely from the establishment of unified districts, union elementary districts, or the annexation of elementary districts to other districts.

The trend toward the establishment of junior college districts is evidenced by the fact that four new junior college districts have been established within the past two years, and the fact that many other areas have taken at least the initial steps necessary to the establishment of junior college districts.

Table 1 shows the progress that has been made in school district reorganization since 1935-36. The 1,818 districts now in existence are 1,229 fewer than existed in 1935-36 and 38 fewer than in 1955-56.

TABLE 1
NUMBERS AND LEVEL OR TYPE OF SCHOOL DISTRICTS IN OPERATION DURING THE
SCHOOL YEARS 1935-36, 1945-46, 1950-51, 1955-56, AND 1957-58 *

Level or type of school district	1935-36	1945-46	1950-51	1955-56	1957-58
Elementary.....	2,735	2,248	1,779	1,533	1,463
High school.....	295	260	245	233	232
Junior college.....	17	14	20	22	26
Unified.....	0	46	67	92	97
Total.....	3,047	2,568	2,111	1,880	1,818

* Data from records of apportionment of State School Fund.

Proportion of Unified Districts

At the present time California has the smallest proportion of unified districts of any state in the nation. The 97 existing unified districts constitute 5.3 per cent of the total number of school districts. In one sense, however, these figures are a little misleading since the 97 existing unified districts include more than 500 former districts and have 28.9 per cent of the total average daily attendance credited to all districts of the state. The relationship of the average daily attendance in unified districts to the state totals is shown in Table 2.

TABLE 2

AVERAGE DAILY ATTENDANCE IN CALIFORNIA PUBLIC SCHOOLS AND THE NUMBER AND PER CENT OF TOTAL AVERAGE DAILY ATTENDANCE CREDITED TO UNIFIED DISTRICTS, 1957-58

Educational level	Total average daily attendance	Average daily attendance credited to unified districts	
		Number	Per cent of total
Elementary.....	1,791,740	474,510	26.5
7th and 8th grades in junior high schools.....	205,367	87,461	42.8
Grades 9-12.....	580,157	174,807	30.1
Grades 13-14.....	106,863	34,624	32.4
Adults.....	66,636	22,750	34.1
All levels.....	2,750,763	794,151	28.9

Elementary Districts Not in High School Districts

The California State Legislature at its regular session in 1955 enacted legislation which made mandatory the annexation of elementary districts which were not in high school districts either to existing high school districts or to unified districts, or the formation of new unified or high school districts to include such elementary districts; and outlined the procedures to be followed. These districts were allowed until February 1, 1957, to make the changes under the then existing provisions of law. After February 1, 1957, it became the responsibility of the county committees on school district organization to study each of the areas in which the required changes had not been made and to recommend the necessary annexations or formations of new districts.

On July 1, 1955, there were 86 elementary districts that were not in high school districts. Of this group, 40 had been annexed to high schools or existing unified districts, or included in new unified districts by February 1, 1957. There were, however, on February 1, 1957, a total of 46 elementary districts for which county committees had to make recommendations regarding whether they would be annexed to high schools or unified districts, or included in new unified districts. The recommendations of the county committees regarding the disposition of these 46 elementary districts were to be submitted to the State Board of Education on or before December 1, 1957.

The statistics pertaining to the school districts reported in the preceding paragraphs are shown in the tabulation that follows:

Elementary districts not in high school districts (July 1, 1955).....	86	
Changes made, effective on or before July 1, 1957:		
Included in new unified districts.....	6	
Annexed to unified districts.....	3	
Annexed to high school districts.....	31	40
Districts for which county committees were required to recommend dispositions.....		46

Changes in School District Organization, Effective July 1, 1957

Table 3 shows the changes in school district organization in California that became effective July 1, 1957.

The following summary outlines the changes in school districts that occurred in 1956-57:

There were 18 new districts established.

There were 16 annexations of elementary districts to other elementary districts.

There were 22 elementary districts annexed to high school districts.

There was one transfer of an elementary district from one high school district to another.

There were 71 boundary changes.

TABLE 3
CHANGES IN SCHOOL DISTRICT ORGANIZATION EFFECTIVE
JULY 1, 1957

Kind of change	Number of changes made	Number of these changes considered by county committee ¹
Formation of new districts:		
Unified.....	2	2
Union elementary.....	11	9
Elementary.....	1	1
High school.....	1	0
Junior college.....	3	1
Annexations to:		
Regular elementary districts.....	8	1
Union or joint union districts.....	3	0
Annexation of elementary districts not in high school districts to high school districts.....	22	0
Boundary changes between:		
Elementary districts.....	55	0
Elementary and unified districts.....	15	0
Unified districts.....	1	0
Transfer of elementary district from one high school district to another.....	1	0
Lapses and subsequent annexation.....	5	0

¹ "Considered by county committee" means that a county committee considered the proposed change before it was made, although the actual accomplishment of the change may have been completed through some other procedures than those provided in Chapter 16 of Division 2 of the Education Code.

The Operation of Chapter 16, Division 2 of the Education Code

Table 4 provides a recapitulation of all changes in school district organization effected through the operation of Chapter 16, Division 2 of the Education Code. The actions reported involve formal recommendations of either the California Commission on School Districts, or of county committees on school district organization that were approved by the State Board of Education. Table 5 presents the cumulative progress in the formation of unified districts.

TABLE 4

CHANGES IN SCHOOL DISTRICT ORGANIZATION, JULY, 1947-48 TO JULY, 1956-57 MADE UNDER LEGAL PROVISIONS FOR OPTIONAL REORGANIZATION OF SCHOOL DISTRICTS BY ELECTORS (Chapter 16, Division 2, Education Code, Sections 4871-4991)

Kind of change	Number of recommendations made	Number of recommended reorganizations		Per cent of recommendations effected
		Which were effected	Which failed	
Changes made effective July 5, 1957:				
Formation of new districts:				
Unified districts.....	3	2	1	66.6
Union elementary districts.....	6	5	1	83.3
Junior college districts.....	1	1	0	100.0
Annexations to elementary districts.....	4	2	2	50.0
Total.....	14	10	4	71.4
Total changes made since July 1, 1947:				
Formation of new districts:				
Unified districts.....	105	35	70	33.3
Union elementary districts.....	44	25	19	56.8
Union high school districts.....	3	3	0	100.0
Junior college districts.....	4	2	2	50.0
Annexations:				
To unified districts.....	4	4	0	100.0
To elementary districts.....	11	6	5	54.5
To junior college districts.....	2	2	0	100.0
Boundary changes.....	4	2	2	50.0
Transfer of elementary district between high school districts.....	1	1	0	100.0
Total.....	178	80	98	44.9

TABLE 5

NUMBER OF UNIFIED SCHOOL DISTRICTS ESTABLISHED AND IN OPERATION IN CALIFORNIA DURING EACH SCHOOL YEAR, 1936-37 THROUGH 1957-58

Fiscal year	Number established	Number in operation
1936-37.....	35	35
1937-38.....	1	36
1938-39.....	0	36
1939-40.....	2	38
1940-41.....	2	40
1941-42.....	0	40
1942-43.....	1	41
1943-44.....	1	42
1944-45.....	2	44
1945-46.....	2	46
1946-47.....	1	47
1947-48.....	0	47
1948-49.....	8	55
1949-50.....	7	62
1950-51.....	5	67
1951-52.....	2	69
1952-53.....	8	75*
1953-54.....	8	83
1954-55.....	5	88
1955-56.....	4	92
1956-57.....	4	95**
1957-58.....	2	97

* In order to permit formation of a county-wide school district in Nevada County, the Nevada City Unified District was discontinued and became part of the larger high school district. The former San Lorenzo District became part of a new, larger San Lorenzo Valley Unified District counted among the eight formed in 1952.

** The former Hoopa Unified District became a part of a new, larger Klamath-Trinity district.

Tables 6, 7, 8, 9 and 10 provide a breakdown by counties and by size of district of the number of existing school districts in California.

TABLE 6

NUMBER OF UNIFIED DISTRICTS IN EACH COUNTY AS OF JULY 1, 1957, CLASSIFIED ACCORDING TO THE NUMBER OF PUPILS IN AVERAGE DAILY ATTENDANCE FOR 1956-57¹

Counties	Under 100	100 to 199	200 to 299	300 to 399	400 to 599	600 to 999	1,000 to 2,999	3,000 to 4,999	5,000 to 9,999	10,000 to 19,999	20,000 to 49,999	50,000 to 99,999	100,000 and over	Total
Alameda.....	--	--	--	--	--	1	2	--	--	3	--	1	--	7
Alpine.....	--	--	--	--	--	1	--	--	--	--	--	--	--	1
Amador.....	--	--	--	--	--	1	1	--	--	--	--	--	--	2
Butte.....	--	--	--	--	1	--	1	--	--	--	--	--	--	2
Calaveras.....	--	--	--	--	--	1	1	--	--	--	--	--	--	2
Colusa.....	--	--	--	--	1	--	1	--	--	--	--	--	--	2
Contra Costa.....	--	--	--	--	--	--	--	2	--	--	1	--	--	3
Del Norte.....	--	--	--	--	1	--	--	--	--	--	--	--	--	1
El Dorado.....	--	--	--	--	1	--	--	--	--	--	--	--	--	1
Fresno.....	--	--	--	--	--	1	1	--	--	1	--	--	--	3
Glenn.....	--	--	--	--	--	--	--	2	--	--	--	--	--	2
Humboldt.....	--	--	--	--	--	1	--	--	--	--	--	--	--	1
Imperial.....	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Inyo.....	1	2	--	--	--	--	--	--	--	--	--	--	--	3
Kern.....	--	--	--	--	1	1	2	--	--	--	--	--	--	4
Kings.....	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Lake.....	--	1	--	--	--	--	--	--	--	--	--	--	--	1
Lassen.....	--	--	--	--	1	--	--	--	--	--	--	--	--	1
Los Angeles.....	--	--	--	--	--	--	2	4	5	6	1	1	--	19
Madera.....	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Marin.....	--	--	--	--	--	--	1	--	--	--	--	--	--	1
Mariposa.....	--	--	--	--	--	1	--	--	--	--	--	--	--	1
Mendocino.....	--	--	--	--	--	1	--	--	--	--	--	--	--	1
Merced.....	--	--	--	--	--	1	--	--	--	--	--	--	--	1
Modoc.....	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Mono.....	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Monterey.....	--	--	--	--	--	--	2	--	--	--	--	--	--	2
Napa.....	--	--	--	--	--	2	--	--	--	--	--	--	--	2
Nevada.....	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Orange.....	--	--	--	--	--	--	2	--	1	--	--	--	--	3
Placer.....	--	--	--	--	--	1	--	--	--	--	--	--	--	1
Plumas.....	--	--	--	--	--	--	1	--	--	--	--	--	--	1
Riverside.....	--	--	--	--	--	1	3	1	--	--	--	--	--	5
Sacramento.....	--	--	--	--	--	--	1	--	--	--	1	--	--	2
San Benito.....	--	--	--	--	--	--	--	--	--	--	--	--	--	--
San Bernardino.....	--	--	--	--	--	2	--	1	--	--	--	--	--	4
San Diego.....	--	--	--	1	1	1	1	--	--	--	--	1	--	5
San Francisco.....	--	--	--	--	1	--	--	--	--	--	--	1	--	1
San Joaquin.....	--	--	--	--	--	--	1	--	--	--	1	--	--	2
San Luis Obispo.....	--	--	--	--	--	--	--	--	--	--	--	--	--	--
San Mateo.....	--	--	--	--	--	--	--	--	1	--	--	--	--	1
Santa Barbara.....	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Santa Clara.....	--	--	--	--	--	--	--	--	--	1	1	--	--	2
Santa Cruz.....	--	--	--	--	--	1	--	--	--	--	--	--	--	1
Shasta.....	--	--	--	--	--	1	--	--	--	--	--	--	--	1
Sierra.....	--	--	--	--	1	--	--	--	--	--	--	--	--	1
Siskiyou.....	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Solano.....	--	--	--	--	--	--	2	--	--	1	--	--	--	3
Sonoma.....	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Stanislaus.....	--	--	--	--	1	--	--	--	--	--	--	--	--	1
Sutter.....	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Tehama.....	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Trinity.....	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Tulare.....	--	--	1	--	--	--	1	--	--	--	--	--	--	2
Tuolumne.....	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Ventura.....	--	--	--	--	--	1	--	--	--	--	--	--	--	1
Yolo.....	--	--	--	--	--	--	--	1	--	--	--	--	--	1
Yuba.....	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Totals.....	1	3	1	--	8	18	27	10	8	11	6	4	--	97

¹ Districts involved in organization changes during 1956-57 are classified in this table according to the average daily attendance of the districts after the changes took place.

TABLE 7

NUMBER OF ELEMENTARY SCHOOL DISTRICTS IN EACH COUNTY AS OF JULY 1, 1957,
CLASSIFIED ACCORDING TO THE NUMBER OF PUPILS IN
AVERAGE DAILY ATTENDANCE, 1956-57¹

Counties	42	1 to 99	100 to 199	200 to 299	300 to 399	400 to 599	600 to 999	1,000 to 2,999	3,000 to 4,999	5,000 to 9,999	10,000 to 19,999	20,000 to 49,999	50,000 to 99,999	100,000 and over	Total
Alameda	7	4	1			1	2	5	3	1					25
Alpine	1														1
Amador	1	2		1											5
Butte	19	3			1	2	1	3							29
Calaveras	1	1	1												3
Colusa	7														9
Contra Costa	7	1	1			2	4	5	3		1				24
Del Norte	1		1	1	1	1		1							5
El Dorado	22		2	1			1								26
Fresno	16	23	8	10		7	10	8							82
Glenn	13	2													17
Humboldt	1	27	5	5	2	2	3	2	1						48
Imperial	1	9	4	1	3	1	2	2	1						23
Inyo	3		1	1				1							6
Kern	16	6	3	3		4	6	9			1				48
Kings	3	2	3	2		1	1	3							15
Lake	4	1			2	1									8
Lassen	1	11	1				1	1							15
Los Angeles	2	2	4	3		2	8	20	14	11	3			1	70
Madera	11	3	6			1									23
Marin	11	1			1	1	4	5	1						24
Mariposa															
Mendocino	11	4	3			1		3							22
Merced	10	4	1	1		4	4	1	1						26
Modoc	1	1	1												5
Mono	1	5													15
Monterey	2	15	4	2		4	2	2	1	1					33
Napa		8	2	1		2	1		1						15
Nevada	1	10	2			1		1							15
Orange		4	1	2	1	1	6	7	4	4					30
Placer		9	5	3		3	1	2							23
Plumas															
Riverside	11	5	3			2	3	7		1					32
Sacramento		6	3	6	3	1	3	8	1	3					34
San Benito	19	1				1									22
San Bernardino	15	5	4	3	3	5	6	2	1		1				45
San Diego	12	5	2	3	4	2	5	3	3						39
San Francisco															
San Joaquin	27	18	5	3	3	2	3								61
San Luis Obispo	1	20	5	1	2	1	2	3							35
San Mateo		2	2	1	1	3	2	4	4	2	1				22
Santa Barbara		12	2	3	1	2	3	2	1						26
Santa Clara	1	6	3	3	3	1	4	9	4	3					37
Santa Cruz		7		1	1	2	2	3							16
Shasta		31	3	1		1	1	3							40
Sierra															
Siskiyou	1	26	4	2	1	2	2	1							39
Solano		12	1				1								18
Sonoma	2	28	5	9	5	2	5	2	1						50
Stanislaus		14	5	3		6	4	4			1				37
Sutter		12	5	2		2		1							22
Tehama	1	15	1	1		1	1	1							22
Trinity		14			2										16
Tulare		18	12	8	9	5	6	1	3						62
Tuolumne		13		3	2	1									19
Ventura		7	2	5	1	5	1	5	2						28
Yolo	1	15	3	1	1	2		2							25
Yuba		10	3	1			1	2							17
Total	15	628	170	122	76	93	107	160	52	30	9			1	1463

¹ Districts involved in organization changes during 1956-57 are classified in this table according to the average daily attendance of the districts after the changes took place.

² Districts with no average daily attendance are those still in existence which either were suspended or for some other reason did not maintain a school during 1956-57. Attendance of pupils residing in such districts is credited to the district of attendance.

TABLE 8

NUMBER OF HIGH SCHOOL DISTRICTS IN EACH COUNTY AS OF JULY 1, 1957,
CLASSIFIED ACCORDING TO THE NUMBER OF PUPILS IN
AVERAGE DAILY ATTENDANCE, 1956-57¹

Counties	0	1 to 99	100 to 199	200 to 299	300 to 399	400 to 599	600 to 999	1,000 to 2,999	3,000 to 4,999	5,000 to 9,999	10,000 to 19,999	20,000 to 49,999	50,000 to 99,999	100,000 and over	Total
Alameda.....	1	..	1	1	..	1	..	..	..	..	4
Alpine.....
Amador.....	1	..	..	1	..	..	..	..	..	..	..	..	2
Butte.....	1	..	..	1	..	2	..	..	..	..	..	..	4
Calaveras.....	1	..	..	..	..	..	..	..	..	..	..	..	1
Colusa.....	..	1	2	..	..	..	..	..	..	..	..	..	..	..	3
Contra Costa.....	1	2	2	..	..	1	..	..	..	6
Del Norte.....	1
El Dorado.....	1
Fresno.....	1	4	2	5	3	..	..	..	..	..	..	..	15
Glenn.....	..	1	..	..	2	..	..	..	..	..	..	..	..	..	3
Humboldt.....	..	1	..	..	..	1	1	1	..	..	..	..	..	..	5
Imperial.....	1	1	1	1	1	1	..	..	..	..	..	..	2
Inyo.....	..	1	..	..	..	..	..	2	..	..	1	..	..	..	4
Kern.....	1	1	..	..	..	..	..	..	3
Kings.....	1	1	1	..	..	..	..	..	..	..	4
Lake.....	..	3	1	..	..	..	..	..	..	..	..	..	..	..	4
Lassen.....	1	..	..	..	..	..	..	..	..	1
Los Angeles.....	1	1	2	5	6	1	..	1	..	17
Madera.....	..	1	..	..	..	1	1	1	..	..	..	..	..	..	3
Marin.....	1	..	..	..	..	2	..	..	..	..	..	..	3
Mariposa.....
Mendocino.....	..	2	2	..	..	..	2	1	..	..	..	..	..	..	7
Merced.....	2	1	..	..	2	..	..	..	..	..	..	5
Modoc.....	..	2	..	1	..	..	..	..	..	..	..	..	..	..	3
Mono.....	..	1	..	..	..	..	..	..	..	..	..	..	..	..	1
Monterey.....	2	..	1	1	..	..	..	..	..	4
Napa.....	1	1	..	..	..	..	..	1
Nevada.....
Orange.....	2	1	..	1	3	2	1	..	..	..	..	9
Placer.....	1	..	1	1	..	..	..	..	..	..	..	3
Plumas.....	1	2	1	1	..	1	..	..	..	..	6
Riverside.....	1	1	1	1	1	1	1	..	..	..	..	5
Sacramento.....	1	..	..	..	..	1	1	..	..	..	..	..	1
San Benito.....	1	1	..	..	..	..	..	..	..	1
San Bernardino.....	1	..	3	2	..	1	..	..	..	..	7
San Diego.....	..	1	..	..	..	1	..	3	..	2	..	..	..	..	7
San Francisco.....
San Joaquin.....	1	1	1	2	1	..	..	..	..	..	..	..	6
San Luis Obispo.....	..	3	..	1	1	1	1	1	..	..	..	..	..	..	7
San Mateo.....	..	1	1	..	..	..	..	..	2	1	..	..	..	..	5
Santa Barbara.....	1	1	..	1	1	5	1	..	..	..	..	..	8
Santa Clara.....	1	1	2	..	..	..	..	..	..	..	2
Santa Cruz.....	1	..	1	..	..	..	..	..	..	2
Shasta.....
Sierra.....
Siskiyou.....	..	2	1	..	..	..	1	..	..	..	..	..	..	..	4
Solano.....	1	1	1	1	..	..	..	..	..	..	..	..	3
Sonoma.....	..	1	..	1	..	2	2	1	..	..	..	..	..	..	7
Stanislaus.....	1	1	1	1	2	1	..	..	..	..	..	..	7
Sutter.....	..	1	2	..	..	..	1	..	..	..	..	..	..	..	4
Tehama.....	1	1	..	..	..	..	..	..	..	..	2
Trinity.....	1	2	..	2	3	..	..	..	..	..	..	1
Tulare.....	1	..	..	..	1	..	..	..	..	..	..	..	8
Tuolumne.....	..	1	..	..	..	..	..	..	..	..	..	..	..	..	2
Ventura.....	1	..	2	1	1	1	..	..	..	..	..	..	6
Yolo.....	..	1	2	..	..	1	..	1	..	..	..	..	..	..	5
Yuba.....	..	1	..	..	..	..	1	..	..	..	..	..	..	..	2
Total.....	1	12	22	18	20	27	38	57	18	15	4	..	..	1	232

¹ Districts involved in organization changes during 1956-57 are classified in this table according to the average daily attendance of the districts after the changes took place.

TABLE 9

NUMBER OF JUNIOR COLLEGE DISTRICTS IN EACH COUNTY AS OF JULY 1, 1957,
CLASSIFIED ACCORDING TO THE NUMBER OF PUPILS IN
AVERAGE DAILY ATTENDANCE, 1956-57¹

Counties	0	1 to 99	100 to 199	200 to 299	300 to 399	400 to 599	600 to 999	1,000 to 2,999	3,000 to 4,999	5,000 to 9,999	10,000 to 19,999	20,000 to 49,999	50,000 to 99,999	100,000 and over	Total
Alameda	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Alpine	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Amador	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Butte	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Calaveras	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Colusa	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Contra Costa	--	--	--	--	--	--	--	--	1	--	--	--	--	--	1
Del Norte	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
El Dorado	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Fresno	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Glenn	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Humboldt	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Imperial	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Inyo	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Kern	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Kings	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Lake	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Lassen	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Los Angeles	--	1	--	--	--	--	--	1	2	1	--	1	--	6	6
Madera	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Marin	--	--	--	--	--	--	--	1	--	--	--	--	--	--	1
Mariposa	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Mendocino	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Merced	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Modoc	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Mono	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Monterey	--	--	--	--	--	--	--	1	--	--	--	--	--	--	1
Napa	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Nevada	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Orange	--	--	--	--	--	--	--	2	1	--	--	--	--	--	3
Placer	--	--	--	--	--	--	1	--	--	--	--	--	--	--	1
Plumas	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Riverside	--	--	--	--	--	--	--	1	--	--	--	--	--	--	1
Sacramento	--	--	--	--	--	--	1	--	--	--	--	--	--	--	1
San Benito	--	--	--	--	--	--	--	1	1	--	--	--	--	--	2
San Bernardino	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
San Diego	--	--	--	--	--	1	--	--	--	--	--	--	--	--	1
San Francisco	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
San Joaquin	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
San Luis Obispo	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
San Mateo	--	--	--	--	--	--	--	--	1	--	--	--	--	--	1
Santa Barbara	--	--	--	--	1	--	--	--	--	--	--	--	--	--	1
Santa Clara	1	--	--	--	--	--	--	--	--	--	--	--	--	--	1
Santa Cruz	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Shasta	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Sierra	1	--	--	--	--	--	--	--	--	--	--	--	--	--	1
Siskiyou	1	--	--	--	--	--	--	--	--	--	--	--	--	--	1
Solano	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Sonoma	--	--	--	--	--	--	--	1	--	--	--	--	--	--	1
Stanislaus	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Sutter	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Tehama	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Trinity	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Tulare	--	--	--	--	--	--	--	1	--	--	--	--	--	--	1
Tuolumne	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Ventura	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Yolo	--	--	--	--	--	--	1	--	--	--	--	--	--	--	1
Yuba	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Totals	2	1	--	--	--	2	3	10	6	1	--	1	--	--	26

¹ Districts involved in organization changes during 1956-57 are classified in this table according to the average daily attendance of the districts after the changes took place.

TABLE 10

NUMBER OF SCHOOL DISTRICTS IN EACH COUNTY AS OF JULY 1, 1957,
CLASSIFIED ACCORDING TO THE NUMBER OF PUPILS IN
AVERAGE DAILY ATTENDANCE, 1956-57¹

Counties	0 ²	1 to 99	100 to 199	200 to 299	300 to 399	400 to 599	600 to 999	1,000 to 2,999	3,000 to 4,999	5,000 to 9,999	10,000 to 19,999	20,000 to 49,999	50,000 to 99,999	100,000 and over	Total
Alameda	--	7	4	1	1	1	4	8	3	2	4	--	1	--	36
Alpine	--	1	--	--	--	--	1	1	--	--	--	--	--	--	1
Amador	1	2	1	1	1	1	1	--	--	--	--	--	--	--	8
Butte	--	19	4	--	1	4	1	6	--	--	--	--	--	--	35
Calaveras	1	1	1	1	--	--	--	1	--	--	--	--	--	--	5
Colusa	--	8	2	2	--	1	--	1	--	--	--	--	--	--	14
Contra Costa	--	7	1	1	--	3	6	7	6	--	2	1	--	--	34
Del Norte	--	1	--	1	1	1	1	1	--	--	--	--	--	--	6
El Dorado	--	22	--	2	1	1	2	--	--	--	--	--	--	--	28
Fresno	--	16	23	9	14	9	16	12	--	--	--	1	--	--	100
Glenn	--	13	3	--	--	2	2	2	5	--	--	--	--	--	20
Humboldt	1	27	6	5	2	2	4	5	2	--	--	--	--	--	54
Imperial	--	9	4	2	4	2	4	3	1	--	--	--	--	--	29
Inyo	--	4	3	1	2	2	2	1	--	--	--	--	--	--	11
Kern	--	16	6	3	3	5	8	13	--	2	--	--	--	--	56
Kings	--	3	2	3	2	2	2	4	--	--	--	--	--	--	18
Lake	--	4	5	1	2	1	--	--	--	--	--	--	--	--	13
Lassen	1	11	1	--	--	1	2	1	--	--	--	--	--	--	17
Los Angeles	--	3	2	4	3	3	9	25	25	23	10	2	1	2	112
Madera	--	12	3	6	--	1	1	2	1	--	--	--	--	--	26
Marin	--	11	2	--	1	1	4	9	1	--	--	--	--	--	29
Mariposa	--	--	--	--	--	--	1	--	--	--	--	--	--	--	1
Mendocino	--	13	6	3	--	1	3	4	--	--	--	--	--	--	30
Merced	--	10	4	3	2	4	5	3	1	--	--	--	--	--	32
Modoc	1	13	1	2	--	--	1	--	--	--	--	--	--	--	18
Mono	--	6	--	--	--	--	--	--	--	--	--	--	--	--	6
Monterey	2	15	--	4	2	6	2	6	2	1	--	--	--	--	40
Napa	--	8	2	1	--	2	3	--	2	--	--	--	--	--	18
Nevada	1	10	2	--	--	--	--	--	--	--	--	--	--	--	16
Orange	--	4	1	2	3	2	6	14	7	6	--	--	--	--	45
Placer	--	9	5	3	1	3	4	3	--	--	--	--	--	--	28
Plumas	--	--	--	--	--	--	--	1	--	--	--	--	--	--	1
Riverside	--	11	5	3	1	4	5	12	1	2	--	--	--	--	44
Sacramento	--	6	3	7	3	2	5	9	2	4	--	1	--	--	42
San Benito	--	19	1	--	--	1	1	1	--	--	--	--	--	--	23
San Bernardino	--	15	5	4	3	4	7	10	6	2	2	--	--	--	58
San Diego	--	12	6	2	3	7	3	9	4	5	--	--	--	--	52
San Francisco	--	--	--	--	--	--	--	--	--	--	--	1	--	--	1
San Joaquin	--	27	18	6	4	4	4	5	--	--	--	--	--	--	69
San Luis Obispo	1	23	5	1	3	2	3	4	--	--	--	--	--	--	42
San Mateo	--	3	3	1	1	3	2	5	5	5	1	--	--	--	29
Santa Barbara	--	12	2	4	2	3	4	3	1	1	--	--	--	--	32
Santa Clara	2	6	3	3	3	2	5	14	5	3	1	1	--	--	48
Santa Cruz	--	7	--	1	1	2	3	5	--	--	--	--	--	--	19
Shasta	--	31	3	1	--	1	3	3	1	--	--	--	--	--	43
Sierra	--	--	--	--	--	1	--	--	--	--	--	--	--	--	1
Siskiyou	2	26	6	3	1	2	2	--	--	--	--	--	--	--	44
Solano	--	12	1	1	1	2	1	5	--	--	1	--	--	--	24
Sonoma	2	29	5	10	5	2	7	5	2	--	--	--	--	--	67
Stanislaus	--	14	5	4	1	8	5	7	1	--	1	--	--	--	46
Sutter	--	12	6	4	--	2	--	2	--	--	--	--	--	--	26
Tehama	1	15	1	2	--	2	2	1	--	--	--	--	--	--	24
Trinity	--	14	--	--	3	--	--	--	--	--	--	--	--	--	17
Tulare	--	18	12	10	11	5	8	6	3	--	--	--	--	--	73
Tuolumne	--	13	1	3	2	1	1	--	--	--	--	--	--	--	21
Ventura	--	7	2	6	1	7	3	6	3	--	--	--	--	--	35
Yolo	1	15	4	3	1	3	--	3	1	--	--	--	--	--	31
Yuba	--	10	4	1	--	--	2	3	--	--	--	--	--	--	20
Totals	17	642	195	141	96	130	166	254	86	54	24	7	4	2	1818

¹ Districts involved in organization changes during 1956-57 are classified in this table according to the average daily attendance of the districts after the changes took place.

² Districts with no average daily attendance are those still in existence which either were suspended or for some other reason did not maintain a school during 1956-57. Attendance of pupils residing in such districts is credited to the district of attendance.

Departmental Communications

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

APPOINTMENTS TO STAFF

CLAIRE O'BRIEN was appointed Consultant in Business Education with headquarters in Sacramento, on October 30, 1957. Miss O'Brien received her Bachelor of Science degree in Business Administration and her Master of Arts degree in Education Administration from the University of California, Berkeley, where she has completed the course requirements for the doctorate in education.

Prior to accepting her present appointment, Miss O'Brien was Principal of Davis High School for seven years. She also served as a teacher, and as head of the business department for 17 years before appointment to the principalship. She has held memberships on committees of the California Association of Secondary School Principals, and has served for two years as President of the Northern Section of the California Business Education Association.

BUREAU OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, *Chief*

RECENT PUBLICATIONS OF THE DEPARTMENT OF EDUCATION

Attendance Accounting in California Public Schools, 1957 Edition.

School Business Administration Publication No. 5. Compiled by E. R. Deering, Consultant, Child Welfare and Attendance, California State Department of Education. Bulletin of the California State Department of Education Vol. XXVI, No. 9, October, 1957. Pp. xii + 108.

This bulletin incorporates the changes in methods and procedures of school attendance accounting that have resulted from legislation enacted in 1957. It contains information concerning the laws and regulations relating to the recording and reporting of pupil attendance to public school administrators and to others who have the responsibility for attendance accounting, and suggests procedures that will lead to a reasonable degree of conformity in attendance accounting throughout the state.

Copies have been distributed to city, county, and district superintendents of schools, to high school principals in districts not employing superintendents, and to attendance supervisors. The price is 50 cents per copy, plus sales tax on California orders.

For Your Information

STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at its regular meeting held at San Diego State College, November 21, 22, and 23, 1957.

Approval of Organizations for School District Memberships

In accordance with Education Code Section 4861, the Board approved the following organizations for which memberships for schools may be paid from school district funds for the school years 1957-58, 1958-59, and 1959-60, subject, however, to the duty of each organization to notify the Department of Education immediately whenever, during the prescribed period, there is a change in the constitution, bylaws, or purposes of the organization and subject further to withdrawal of approval by the State Board of Education at its discretion.

Adult Education Association of the U. S. A.

President: Elbert W. Burr

Executive Director: Malcolm S. Knowles

Headquarters Address: 743 North Wabash Avenue, Chicago 11, Illinois

American Council on Education

President: Arthur S. Adams

Secretary: Helen D. Bragdon, General Director, American Association of University Women

Headquarters Address: 1785 Massachusetts Avenue, N.W., Washington 6, D. C.

American Educational Research Association

President: Virgil E. Herrick

Secretary-Treasurer: Frank W. Hubbard

Headquarters Address: 1201 Sixteenth Street, N.W., Washington 6, D. C.

Association of American Colleges

President: J. Ollie Edmunds

Executive Director: Theodore A. Distler

Headquarters Address: 726 Jackson Place, N.W., Washington 6, D. C.

California Association for Health, Physical Education, and Recreation

President: Mrs. Grace Ricketts

Executive Secretary: Edwin J. Staley

Headquarters Address: CTA Building, 693 Sutter Street, San Francisco 2, California

California Aviation Education Association

President: Eugene J. Portugal

Secretary: Charles Tilden, Long Beach

Headquarters Address: Santa Rosa Junior College, Santa Rosa, California

California Interscholastic Federation

President: Willard B. Knowles, Superintendent of Schools, Martinez, California

Executive Secretary: William W. Russell

Headquarters Address: 1521-A Shattuck Avenue, Berkeley, California

California Junior College Music Educators

President: Meyer M. Cahn, City College of San Francisco, San Francisco, California

Secretary: Carroll M. Reed, Coalinga College

California State Federation of the International Council for Exceptional Children

President: Warren O. Mendenhall

Secretary: Mildred Krouch

Headquarters Address: 1104 W. 8th Street, Santa Ana, California

The Conservation Education Association, Inc.

President: C. W. Mattison

Secretary: Wilson F. Clark, Eastern Montana College of Education

Headquarters Address: Eastern Montana College of Education, Billings, Montana

National Association of Educational Buyers

President: Jack S. Reaves, Director of Purchases, University of Florida

Executive Secretary: Bert C. Ahrens

Headquarters Address: 1461 Franklin Avenue, Garden City, New York

National Association of Public School Adult Educators

President: Everett Preston

Executive Secretary: Robert A. Luke

Headquarters Address: 1201 Sixteenth Street, N.W., Washington 6, D. C.

National Council of Teachers of English

President: Helen K. Mackintosh

Executive Secretary: J. N. Hook

Headquarters Address: 704 South Sixth Street, Champaign, Illinois

National Science Teachers Association

President: Glenn O. Blough

Secretary: Robert H. Carleton

Membership Secretary: E. Louise Lyons

Headquarters Address: 1201 Sixteenth Street, N.W., Washington 6, D. C.

Pacific Coast Section of the American College Health Association

President: Wilfred T. Robbins, M.D., Director of Student Health Service, University of California at Santa Barbara, Goleta, California

Secretary-Treasurer: Ruby Rich Bugar, R.N., Director, Student Health Service, Occidental College, Los Angeles 41, California

Western College Association

President: Robert E. Burns, College of the Pacific, Stockton, California

Executive Secretary-Treasurer: Mitchell P. Briggs, Fresno State College

Approval of Proposals for School District Organization

In accordance with the provisions of Chapter 11 of Division 2 of the Education Code (Sections 3410-3421), the Board approved the following proposals:

Annexation of the Lincoln Elementary School District of Marin County to the Petaluma City High School District of Sonoma County—A proposal by the Marin County Committee on School District Organization that the Lincoln Elementary School District of Marin County be annexed to the Petaluma High School District of Sonoma County.

Annexation of an elementary school district to a union high school district in San Diego County—A proposal of the San Diego County Committee on School District Organization that the Alta Elementary School District be annexed to the Sweetwater Union High School District.

Annexation of an elementary school district to a unified school district in San Diego County—A proposal of the San Diego County Committee on School Dis-

trict Organization that the Miramar Elementary School District be annexed to the San Diego City Unified School District.

Annexation of elementary school districts to a union high school district in San Joaquin County—A proposal of the San Joaquin County Committee on School District Organization that the Castle Elementary School District and the French Camp Elementary School District be annexed to the Manteca Union High School District.

In accordance with the provisions of Chapter 16 of Division 2 of the Education Code (Sections 4871-4991), the Board approved the following proposals:

Annexation of an elementary school district to a union elementary school district in El Dorado County—A proposal by the augmented El Dorado County Committee on School District Organization that an election be held to determine whether the voters in the Garden Valley Elementary School District wish to annex the district to the new Kelsey-Georgetown Divide Union School District.

Formation of unified school districts in San Bernardino County—A proposal by the augmented San Bernardino County Committee on School District Organization that an election be held (1) in the Big Bear Lake and Fawnskin elementary school districts to determine whether the voters in these districts wish to form a unified school district; and (2) in the Morongo Elementary School District to determine whether the voters in this district wish to form a unified school district.

Formation of a union elementary school district in Stanislaus County—A proposal by the augmented Stanislaus County Committee on School District Organization that an election be held in the Hughson and Lowell elementary school districts to determine whether the voters in these districts wish to form a union elementary school district.

Changes in Rules and Regulations

General Secondary Credential Requirements. Acting under the authority of Section 112 and Articles 7 and 8 of Chapter 1 of Division 7 of the Education Code, the Board amended Section 241 of Title 5 of the California Administrative Code, relating to qualifications for general secondary credentials, by changing subsection (e) (2) thereof to read as follows (effective December 27, 1957):

(2) *Life Sciences and General Science.* Life science or biology; physics and chemistry or general physical science; and additional preparation in one or more of the life sciences to complete the major.

Provisional Credentials. Acting under the authority of Education Code Sections 12060, 12061, 12062, and 12400.1, the Board amended Section 622.5 of Title 5 of the California Administrative Code, relating to provisional credentials, by changing subsection (b) thereof to read as follows (effective July 1, 1957):

(b) *Requirements for Credential for Limited Service Only.* When a vacancy occurs during the regular school term requiring the services of a teacher of the visually handicapped, the deaf or hard of hearing in special day classes, the mentally retarded, or the orthopedically handicapped, including cerebral palsied, the Commission on Credentials may issue a provisional credential authorizing such teaching service covering the remainder of the school term, providing the appli-

cant meets the minimum standards for a provisional general credential at the grade level where such services are to be rendered.

A credential granted pursuant to subsection (b) of this section shall expire on June 30th and will not be renewable.

Pupil Transportation. Acting under the authority of Education Code Section 16272, the Board amended Sections 1144 and 1167 of Title 5 of the California Administrative Code, relating to pupil transportation, by changing the section heading and changing subsections (a) and (c) thereof to read as follows (effective November 27, 1957), and adopted the regulations as emergency regulations:

1144. *Brakes on Busses Constructed on or after January 1, 1950.* Each school bus shall be equipped with brakes meeting the following requirements in addition to those contained in the Vehicle Code:

(a) At least four wheels shall be equipped with service brakes complying with Section 670.4 (a) and (b) of the Vehicle Code.

(c) The emergency brake shall be equipped with a manual control employing either a ratchet and pawl or other suitable locking and releasing mechanism to insure proper application of the emergency brakes. Such other suitable locking and releasing mechanism shall be of the type that failure of the air, vacuum, electrical, or hydraulic system will not release the brake.

Sec. 2. Section 1167 of said title is amended by changing subsection (c) thereof, and adding subsections (g) and (h) thereto, to read:

(c) Each school bus not of the pleasure car type shall also be equipped with four amber clearance lamps installed in accordance with the provisions of the Vehicle Code.

(g) A school bus of any type may be equipped with two fog lamps in accordance with Vehicle Code Section 634.

(h) A school bus of any type may be equipped with approved auxiliary driving lamps or passing lamps in accordance with Vehicle Code Section 632.1.

Revocation of Credentials for Public School Service

The Board revoked the credentials, life diplomas, and other documents for public school service heretofore issued to the following persons, effective on the dates shown:

	Revocation effective	By authority of Education Code Section
Anderson, John Evermonde	November 21, 1957	12756
Big, Edward Joseph	November 21, 1957	12752
Burch, Lois	November 21, 1957	12752
Carrel, Lewis Kemp	September 27, 1957	12754
Cole, Bobbie E.	November 21, 1957	12756
Courtney, Cecil Leonard	November 2, 1957	12754
Diggs, William Lloyd	November 21, 1957	12755
Hoopes, Ned Edward	November 21, 1957	12756
Johnson, Eugenia Grace	November 21, 1957	12752
Krohn, Eugene Lowell	September 23, 1957	12754
Lambeth, John Clark	November 6, 1957	12754
Lenheiser, Robert Gordon	November 21, 1957	12756
Nulph, Donald Hilton	October 30, 1957	12754
Oventile, Robert D.	October 31, 1957	12754
Paul, Rodger Edward	October 21, 1957	12754
Pollock, Seymour Jerome	September 26, 1957	12754
Rodrigues, Martha	November 21, 1957	12752
Serguiff, Alex George	November 14, 1957	12754
Wallace, Theodore Charles	November 21, 1957	12752

SHELL MERIT FELLOWSHIP PROGRAM AT STANFORD UNIVERSITY, 1958

Stanford University, with the financial support of the Shell Companies Foundation, Inc., is again making available to secondary-school chemistry, physics, and mathematics teachers approximately 50 merit fellowships which provide opportunity for advanced study, during summer sessions, in their teaching fields. These fellowships were established to help improve instruction in high school chemistry, physics, and mathematics, and to recognize meritorious teachers in these fields.

Each fellowship provides for full tuition, fees, board and lodging in University facilities; transportation allowance (not exceeding a round trip total of \$150); and a stipend of \$500. An allowance is also made for the purchase of textbooks.

High school teachers of chemistry, physics, and mathematics who have taught for a minimum of five years, and who hold at least a bachelor's degree, are eligible for fellowship grants. Among the factors to be considered in the selection of fellowship recipients are the following: academic and professional preparation, teaching experience, professional leadership activities, geographical location, teaching competence, and an interest in further study.

Applications should be filed as soon as possible, as all forms, recommendations, and transcripts must be received at the School of Education by February 1, 1958. Those selected will be notified by March 1, 1958. Requests for further information should be addressed to Paul DeH. Hurd, Co-ordinator, Shell Merit Fellowship Program, School of Education, Stanford University, Stanford, California.

OUTSTANDING STUDENT AWARD PROGRAM AND ESSAY CONTEST SCHOLARSHIPS

California savings and loan associations are instituting an annual award program beginning in the 1957-58 school year to give recognition to outstanding public high school graduates and to help further their education. Through its trade organization, the California Savings and Loan League, savings and loan associations will sponsor public high schools interested in participating in the program. The outstanding student selected from each participating high school will be presented with a memento of recognition and a cash award of between \$50 and \$100. Students selected for awards must be high school seniors who are eligible to attend a college, university, or junior college the next succeeding school semester; must be of good character; and must have engaged in extracurricular activities in the high school or community. Financial need is to be considered of secondary importance in the selec-

tion of award winners. By a method determined solely by the school principal, selection of the student from each school will be made on or before May 9, 1958.

Each recipient of an Outstanding Student Award will be eligible to compete in a state-wide essay contest, with five \$1,000 scholarships awarded as prizes. The subject of the essay contest, which will be held on May 24, 1958, will be some phase of the savings and loan business in relation to its active part in community life. Winners of the contest will be announced June 7, 1958. Further information is available from the California Savings and Loan League, P. O. Box 344-M, Pasadena, California.

WATER RESOURCES INFORMATION LEAFLETS

The California State Department of Water Resources has recently made available three mimeographed leaflets with the following titles: "The California Water Plan," (2 pp.); "The Feather River Project," (2 pp.); and "Highlights of the California Water Plan," (5 pp.). Teachers will find these useful as classroom aids for instruction on the conservation of natural resources. The leaflets may be obtained by writing to the Public Information Office, California State Department of Water Resources, 1120 N Street, Sacramento 14, California.

CALIFORNIA STATE SCHOLARSHIP COMPETITION

The California State Scholarship program was established during the 1955 General Session of the State Legislature by the addition of Sections 21700-21716 to the Education Code. Subsequent modifications to certain of these sections were made during the 1957 General Session.

Each competitive scholarship is for an amount equal to tuition and necessary fees, to a maximum of \$600. Tuition and necessary fees include the standard tuition and fee charges which a student normally pays at the time of registration. Books, supplies, room, board, and similar college expenses are not included within this definition.

An award may be used at any two-year or four-year collegiate institution located in California, and accredited by the Western College Association. There are no restrictions as to the type of undergraduate program selected by an award winner. A State Scholarship may be renewed annually, for a maximum of four annual awards or until completion of the undergraduate course, but shall remain in effect only as long as the award winner maintains satisfactory academic progress and is regularly enrolled as a full-time, undergraduate day student.

In 1958, the California State Scholarship Commission may grant as many as 1,920 scholarships for the academic year 1958-59. Of this num-

ber, approximately 1,100 will be renewals of the 1957 awards, and the remaining 820 will be new awards for 1958-59.

Awards for the academic year 1958-59 will be made on the basis of competitive examinations given on the following dates: December 7, 1957, January 11, 1958, and February 8, 1958. Information about application blanks for the examinations may be obtained from counselors or principals; and from the Educational Testing Service, 4640 Hollywood Boulevard, Los Angeles 27, California; and specific questions about the scholarships should be addressed to the Executive Secretary, State Scholarship Commission, Room 505, 1227 O Street, Sacramento 14, California.

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DIRECTORY OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

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